First Words

Ken Bleile
Overview

- Professional challenges
- Treatment options
- Goal of treatment
- Steps in treatment
- Criteria for success
Professional Challenges

- Scope of practice has shifted to meet clinical demands presented by seemingly ever younger and more disabled children.
Populations

- Late talkers
- Apraxia of speech
- Cognitive delay
- Tracheotomy
- At risk children
Major Clinical Options

- General or focused stimulation?
General Stimulation

- Motherese
- Bombardment
- Expansion
- Modeling
- Imitation
What Should Focused Stimulation Focus On?

- Eye contact?
- Behavior?
- Imitation?
- Parent/child interactions?
Suggestions for a Clinical Goal

- Develop a functional vocabulary for purposes of communication
Rationale

- Words as vehicle of language learning
- Words and interactions
- Words and the brain
Expressive Vocabulary

- How can we express the learning of expressive vocabulary?
Speech

- Speech may be the central challenge for children who experience difficulty acquiring an expressive vocabulary.
Influence Speech Learning

- Selectivity
- Distinctive features
Steps in Treatment

1. Determine word inventory
2. Establish phonetic inventory
3. Select Words
4. Teach Words
Word Inventory

- Standardized
- Non-standardized
Phonetic Inventory

- Word criteria
- Transcription
- Established and emerging sounds
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<th><strong>Leslie</strong></th>
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<tr>
<td>2. mommy</td>
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</tr>
<tr>
<td>3. doggie</td>
<td>gaga</td>
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<td>4. patty (cake)</td>
<td>bæbæ</td>
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<tr>
<td>Word</td>
<td>Judy</td>
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<td>mΛm</td>
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<td>yeah</td>
<td>ja</td>
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<td>Word</td>
<td>Child</td>
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<td>2. goose</td>
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<td>3. hi</td>
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<td>4. bye</td>
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<td>5. kitty</td>
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<td>6. button</td>
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<tr>
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<tr>
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<td>boU</td>
</tr>
<tr>
<td>baby</td>
<td>bʌbʌ</td>
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</table>
Word Selection

- Sound decisions
- Word decisions
First Scenario

- **Established:** b
- **Emerging:** (p) (t)
Second Scenario

- **Established:** b
- **Emerging:** (p) (t) (s)
Teach Words
Mechanics

- Number of words
- Length of time to work on a word
Goals

1. Is a child acquiring the words being taught?
Goals

2. Are words taught in therapy used outside the therapy setting?
Goals

3. Does the child’s speech contain new and emerging speech elements?
Goals

4. Is the child acquiring words other than those taught by a therapist?
5. Is the child more verbal?
Conclusions
Population

This approach is for children with small expressive vocabularies (50 words or less).
Goals

The goal of the approach is to facilitate development of a functional vocabulary for purposes of communication.
Steps

1. Determine word inventory
2. Establish phonetic inventory
3. Select Words
4. Teach Words
Treatment

1. Mechanics
2. Goals